



Indiana Department of Education
SUPPORTING STUDENT SUCCESS

ISTEP+: Grade 3

English/Language Arts

Released Items and Scoring Notes

Introduction

Indiana students in Grades 3-8 participated in the *ISTEP+* Spring 2011 administration. The test for *ISTEP+* in Spring 2011 consisted of an Applied Skills section administered in March and a Multiple-Choice section administered in late April and early May. For all grades, the Applied Skills section of the assessment was handscored by trained evaluators. The Multiple-Choice section was machine-scored. Scores for the Applied Skills and Multiple-Choice sections are combined to generate a student's total score.

Test results for both the Multiple-Choice and Applied Skills sections, as well as images of the Applied Skills student responses, are available online. It is the expectation of the Indiana Department of Education that schools will take this opportunity to have a conversation with parents and students about the results. As a springboard for this conversation, the Indiana Department of Education has created this document which outlines the released Applied Skills questions and includes brief scoring notes that describe the given score points and explain the scoring rules and expectations for the individual questions.

This document consists of:

- a brief description of the types of questions assessed by each content area
- a short summary of scoring rules utilized by the trained evaluators
- access to holistic and analytic rubrics used to score student responses
- a copy of the released Applied Skills questions
- anchor papers used by evaluators to distinguish between rubric scores

NOTE: The Applied Skills operational questions are released at the end of each test administration. It is important to keep in mind that a significant portion of a student's score is calculated from the Multiple-Choice section of the assessment, which is not addressed within this document.

QUESTION TYPES

This document addresses the Applied Skills section of *ISTEP+*, which allows students to demonstrate their understanding of content in a variety of ways. The Applied Skills Assessment consists of constructed-response (CR) and extended-response (ER) questions. CR and ER questions are cognitively more demanding than multiple-choice (MC) questions. ER questions are typically more complex and will likely require more steps to respond. For English/Language Arts, a Writing Prompt (WP) is also used to assess students.

SCORING

For the Applied Skills Assessment, each question is scored according to a rubric. Rubrics clearly define the requirements for each score point. Each student response is evaluated individually to determine whether it is acceptable. This allows student scores to be reported as accurately as possible. To ensure consistency when scoring the *ISTEP+* questions, CTB/McGraw-Hill works closely with assessment specialists at the Indiana Department of Education and teacher committees to set guidelines for scoring student responses. Committees look at several student papers and score them using the rubrics. Some of the student responses are selected as anchor papers and are used as clear examples of specific score points. Samples of anchor papers are presented within this document. Scoring supervisors then use anchor papers and approved, scored student responses to ensure that responses are evaluated appropriately and consistently. Individuals who evaluate and score *ISTEP+* student responses must have a four-year college degree and pass a series of qualifying tests on specific questions before they can evaluate any student responses.

If a response is unscorable, it is assigned one of the following condition codes:

- A** Blank/No Response/Refusal
- B** Illegible
- C** Written predominantly in a language other than English
- D** Insufficient response/Copied from text
- E** Response not related to test questions or scoring rule (not applied to Mathematics questions)

For additional information regarding *ISTEP+* or other student assessments, please contact the Indiana Department of Education by calling 317-232-9050 or writing via email: istep@doe.in.gov.

The chart below summarizes the question types used to measure a student’s mastery of content, the assessment that contains the particular question type, the standards assessed in each assessment, and the scoring method used to evaluate a student’s response given the question type.

Question Type	Assessment	Standards Assessed	Scoring Method
Multiple-Choice (MC)	Multiple-Choice Assessment	All	Machine-Scored
Constructed-Response (CR)	Applied Skills Assessment	2 & 3	2-pt. CR Rubric (Grades 3-12)
Extended-Response (ER)	Applied Skills Assessment	5 & 6	4-pt. WA Rubric (Grades 3-4) 4-pt. LC Rubric (Grades 3-4)
Writing Prompt	Applied Skills Assessment	5 & 6	6-pt. WA Rubric (Grades 3-4) 4-pt. LC Rubric (Grades 3-4)

More information is available regarding these assessment topics on the Office of Student Assessment homepage at www.doe.in.gov/assessment.

Writing Prompt
Standard 5: Writing Applications
Standard 6: Language Conventions

A Day of Perfect Weather

Read the writing prompt below and complete the writing activity.

Jump out of bed! Look out the window! It is a perfect-weather day! Write a story about a day when the weather seemed perfect.

Prewriting Activity

- Use the space on the next page to help you plan your story.
- Be sure your story has a beginning, a middle, and an end.
- Be sure to include details in your story to make it interesting.
- Here are some questions to help you think about your story:
 - ✓ What is the weather like?
 - ✓ What will you do during the day?
 - ✓ How does the day end?
- If you need more paper to plan your writing, ask your teacher.

Writing Applications Rubric Grades 3–4

SCORE POINT 6	
A Score Point 6 paper is rare. It fully accomplishes the task and has a distinctive quality that sets it apart as an outstanding performance.	
Ideas and Content	
<p>Does the writing stay fully focused? Does it</p> <ul style="list-style-type: none"> • stay on the topic? • avoid rambling and/or repeating information? <p>Does the writing sample include thorough and complete ideas? Does it</p> <ul style="list-style-type: none"> • include in-depth information and supporting details? • fully explore many facets of the topic? 	
Organization	
<p>Does the writing have clear order? Does it</p> <ul style="list-style-type: none"> • follow a clear sequence with a beginning, a middle, and an end? • have a logical progression of main ideas and support? 	
Style	
<p>Does the writing sample exhibit exceptional word usage? Does it</p> <ul style="list-style-type: none"> • include dynamic words and provide rich details, strong verbs, and/or vivid descriptions? • demonstrate control of a challenging vocabulary? <p>Is the writing fluent and easy to read? Does it</p> <ul style="list-style-type: none"> • sound natural? • include varied sentence patterns? (Writing may include complex sentence patterns.) <p>Does the writing sample display a strong sense of audience? Does it</p> <ul style="list-style-type: none"> • have a unique perspective? It may be original, lively, authoritative, and/or interesting (i.e., have a clear voice). 	

NOTE: These scoring rubrics are used on the spring *ISTEP+* assessment in Grades 3–4.

Writing Applications Rubric Grades 3–4

SCORE POINT 5

A Score Point 5 paper represents a solid performance. It fully accomplishes the task, but lacks the overall level of sophistication and consistency of a Score Point 6 paper.

Ideas and Content

Does the writing stay focused? Does it

- stay on the topic?
- very seldom ramble and/or repeat information?

Does the writing sample include many relevant ideas? Does it

- provide some in-depth information?
- provide supporting details?
- explore many facets of the topic?

Organization

Does the writing have clear order? Does it

- follow a clear sequence with a beginning, a middle, and an end?
- have a logical progression of main ideas and support?

Style

Does the writing sample exhibit more than adequate word usage? Does it

- include dynamic words and use vivid or challenging words?

Is the writing fluent and easy to read? Does it

- sound natural?
- include varied sentence patterns? (Writing may include complex sentences.)

Does the writing sample display a sense of audience?

- Writing may have a unique perspective. It may be original, lively, authoritative, and/or interesting (i.e., have voice).

NOTE: These scoring rubrics are used on the spring *ISTEP+* assessment in Grades 3–4.

Writing Applications Rubric Grades 3–4

SCORE POINT 4

A Score Point 4 paper represents a good performance. It accomplishes the task, but generally needs to exhibit more development, better organization, or a more sophisticated writing style to receive a higher score.

Ideas and Content

Does the writing stay mostly focused?

- Does it mostly stay on the topic? (Writing may include minor tangents.)
- Writing may include some rambling and/or repetition.

Does the writing sample include some relevant ideas and information?

- Does it present related information?
- Writing may not fully develop details; it may list ideas with some detail.

Organization

Does the writing have order? Does it

- follow a sequence, but possibly show a lapse (e.g., may start out with a clear beginning, but wander; may be missing a beginning, but have a conclusion)?
- have a logical progression of main ideas and support? (Writing may have lapses.)

Style

Does the writing sample exhibit adequate word usage? Does it

- include mostly ordinary/common words (although some vivid or challenging words may be used)?

Is the writing readable? Does it

- flow naturally most of the time (although it may be choppy or repetitive or may have run-on sentences/fragments in spots)?
- generally lack varied sentence patterns (although it may include some complex sentences)?

Does the writing sample display some sense of audience?

- Is there an attempt to develop a unique perspective—original, authoritative, and/or interesting (i.e., have some voice)?

NOTE: These scoring rubrics are used on the spring *ISTEP+* assessment in Grades 3–4.

Writing Applications Rubric Grades 3–4

SCORE POINT 3

A Score Point 3 paper represents a performance that minimally accomplishes the task. Some elements of development, organization, and writing style are weak.

Ideas and Content

Does the writing stay somewhat focused?

- Does it stay minimally focused on topic? (Writer may get distracted; may have a lapse in focus.)
- Writing may ramble and/or repeat information.

Does the writing sample include some relevant ideas? Does it

- provide minimal information and not begin to exhaust the possibilities?
- provide minimal details, but does not develop details?

Organization

Does the writing have some order? Does it

- show minimal evidence of logical sequence (e.g., may be missing a beginning, a middle, or an end)?
- require the reader to fill in gaps in the sequence?

Style

Does the writing sample exhibit minimal word usage? Does it

- contain ordinary/common words?
- exhibit minimal evidence of word choice?

Is the writing mostly readable?

- Writing may be difficult to follow in some sections.
- Writing may be hard to understand; the connection of ideas and information may be unclear.
- Does the writing lack sentence variety?

Does the writing display little sense of audience?

- Writing may be repetitive, predictable, and/or dull (i.e., have minimal voice).

NOTE: These scoring rubrics are used on the spring *ISTEP+* assessment in Grades 3–4.

Writing Applications Rubric Grades 3–4

SCORE POINT 2

A Score Point 2 paper represents a performance that only partially accomplishes the task. Some responses may exhibit difficulty maintaining a focus. Others may be too brief to provide sufficient development of the topic or evidence of adequate organizational or writing style.

Ideas and Content

Does the writing exhibit less than minimal focus?

- Writer may get distracted or drift away from topic.
- Topic may not be developed.

Does the writing sample include few relevant ideas?

- Writing may include unfinished/fragmented ideas.
- Writing may include only one or two bits of information.

Organization

Does writing have little order? Does it

- show little evidence of logical sequence (e.g., have no clear beginning, middle, or end)?
- have some ideas that may not be related to each other?

Style

Does the writing sample exhibit less than minimal word usage? Does it

- contain ordinary/common words?
- show no evidence of attention to word choice?

Is the writing hard to read?

- Reader may have to fill in gaps or guess what the writer was trying to say.
- Does the writing lack sentence variety?

Does the writing sample display little sense of audience?

- Text may be flat, lifeless (i.e., have no voice).

NOTE: These scoring rubrics are used on the spring *ISTEP+* assessment in Grades 3–4.

Writing Applications Rubric Grades 3–4

SCORE POINT 1

A Score Point 1 paper represents a performance that fails to accomplish the task. It exhibits considerable difficulty in areas of development, organization, and writing style. The writing is generally either very brief or rambling and repetitive, sometimes resulting in a response that may be difficult to read or comprehend.

Ideas and Content

Does the writing have little or no focus on topic?

- Content may convey little meaning.

Does the writing sample include almost no relevant ideas and information?

- Writing may contain unfinished ideas.
- Writing is likely to be brief.

Organization

Does writing have little or no order?

- Does it lack the sequence of a beginning, a middle, and an end?
- Writing may have ideas that are not related to each other.

Style

Does the writing sample exhibit less than minimal word usage? Does it

- contain a very limited and simple vocabulary?

Is the writing hard to read?

- Is sentence construction frequently incorrect?

Does the writing sample display little or no sense of audience?

- Writing may be flat and lifeless (i.e., have no voice).

NOTE: These scoring rubrics are used on the spring *ISTEP+* assessment in Grades 3–4.

Language Conventions Rubric Grades 3–4

In their writing, students will apply the Standard English conventions defined in the Indiana Academic Standards for their grade and all previous grades.

Score	Does writing exhibit a very good command of language skills?
4	<p>In a Score Point 4 paper, there are no errors that impair the flow of communication. Errors that appear will generally be of the first-draft variety; they have a minor impact on the overall communication.</p> <ul style="list-style-type: none"> • Are there few or no errors in beginning capitalization? • Are there few or no errors in capitalization of proper nouns? • Are there few or no errors in ending punctuation? • Are there few or no errors in subject and verb agreement? • Are there few or no errors in the spelling of grade-level-appropriate words? • Does writing have few or no run-on sentences or sentence fragments?
Score	Does writing exhibit an adequate command of language skills?
3	<p>In a Score Point 3 paper, errors are occasional but do not impede the flow of communication; the writer's meaning is not seriously obscured by language errors.</p> <ul style="list-style-type: none"> • Is most beginning capitalization correct? • Are most proper nouns capitalized correctly? • Do most sentences end with correct punctuation? • Do most sentences have correct subject and verb agreement? • Are most grade-level-appropriate words spelled correctly? • Writing may have run-on sentences or sentence fragments.
Score	Does writing exhibit a minimal command of language skills?
2	<p>In a Score Point 2 paper, errors are generally frequent and may cause the reader to stop and reread part of the writing. While some aspects of the writing may be more consistently correct than others, the existing errors do impair communication. With a little extra effort on the reader's part, it is still possible to discern most, if not all, of what the writer is trying to communicate.</p> <ul style="list-style-type: none"> • Is some beginning capitalization correct? • Are some proper nouns capitalized correctly? • Do some sentences end with correct punctuation? • Do some sentences have correct subject and verb agreement? • Are some grade-level-appropriate words spelled correctly? • Writing may have run-on sentences or sentence fragments.
Score	Does writing exhibit a less than minimal command of language skills?
1	<p>In a Score Point 1 paper, errors are serious and numerous; they cause the reader to struggle to discern the writer's meaning. Errors are frequently of a wide variety. There may be sections where it is impossible to ascertain what the writer is attempting to communicate.</p> <ul style="list-style-type: none"> • Are there many errors in beginning capitalization? • Does writing have little or no evidence of capitalization of proper nouns? • Is end punctuation missing or incorrect? • Are there many errors in subject and verb agreement? • Are there many errors in the spelling of grade-level-appropriate words? • Are there run-on sentences or sentence fragments?

NOTE: The elements of this rubric are applied holistically; no element is intended to supersede any other element. The variety and proportion of errors in relation to the length of the writing sample are considered.

These scoring rubrics are used on the spring *ISTEP+* assessment in Grades 3–4.

Writing Prompt, Sample A
Writing Applications – Score Point 6
Language Conventions – Score Point 4

A Day of Perfect Weather

I jumped out of bed and looked out the window. It was a perfect weather day! The sun was up and birds began to sing. Deer ran out of the woods to play. I dashed outside and looked at the temperture. It was 92 degrees outside!! This day was going to be perfect. I got some chairs and a table from the garage. I sat them on the porch. Then I went back inside to get some toast and orange juice. As I at my orange juice and toast, I began thinking of what els to do today. Then, it came to me. I'll go to the beach! Besides, the beach was 2 miles away. So I could ride my bike there! I hopped on my Gator 2000 and shot off down the road like a rocket. At the beach, I went into the changing room. There I changed clothes. Once I got my swimsuit on, I dashed into the water. I splashed and jumped over the waves. Then, at the bottom of the water, I saw a starfish! I picked it up and put it in my bucket. I filled the bucket with water. Then I went back in the changing room and changed my clothes. When I got back home, I put the starfish in my big fish tank. Then I went back outside and played on the swingset. I even built a tree house too. It took me 3 hourse, but it was worth it. I decorated my tree house with posters and pennets. At the end of the day I was egsosted. And thats how the perfect weather day started and ended.

Scoring Notes for Writing Prompt, Sample A

Writing Applications – Score Point 6

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 6** using the ISTEP+ Writing Applications Rubric.

This sample

- stays fully focused on the task (i.e., describes a full account of how the student spent the perfect weather day.).
- includes detailed, relevant support (e.g., *As I at [ate] my orange juice and toast, I began thinking of what els [else] to do today. Then, it came to me. I'll go to the beach! Besides, the beach was 2 miles away.*).
- follows a clear, logical order.
- includes vivid descriptions and vocabulary (e.g., *I hopped on my Gator 2000 and shot off down the road like a rocket. I decorated my tree house with posters and pennets [pennants]. At the end of the day I was egsosted [exhausted].*).
- is fluent and easy to read.
- contains a variety of sentence patterns, both simple and complex (e.g., *Once I got my swimsuit on, I dashed into the water. When I got back home, I put the starfish in my big fish tank.*).
- displays a strong sense of audience (e.g., *I jumped out of bed and looked at the window. It was a perfect weather day! At the end of the day [,] I was egsosted [exhausted]. And thats [that's] how the perfect weather day started and ended.*).

NOTE: Per the Writing Applications Rubric (Grades 3-4), a Score Point 6 paper is rare. It fully accomplishes the task and has a distinctive quality that sets it apart as an outstanding performance.

Language Conventions – Score Point 4

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 4** using the ISTEP+ Language Conventions Rubric.

This sample

- has no errors in beginning capitalization and no errors in the capitalization of proper nouns.
- has no ending punctuation errors.
- has no subject and verb agreement errors.
- has some grade-level spelling errors (e.g., *at [ate], els [else], hourse [hours], thats [that's]*). However, one or more of these may be first-draft errors.*
- contains no run-on sentences and no sentence fragments.

*First-draft errors are those errors that were probably made because the student was writing quickly or did not have time to check his or her work. An error is considered to be of the first-draft variety if the student has not repeated the error or made similar errors elsewhere in the response.

Writing Prompt, Sample B
Writing Applications – Score Point 5
Language Conventions – Score Point 4

A Perfect winter day!

I woke up in the morning and I looked at the time. I was late for school. Then I looked out my window there was snow on the ground. I was so happy because it was my birthday. The day was Janarary 19, 2009.

So I got out of bed and everybody else was awake. I asked can we go outside my mom said yes of course. By the way Happy Birthday Annie! We had a great time out because we have a slide and we went down it. My dog Luke came out to he was very crazy. I tried to do the monkey bars but I couldn't because I had gloves on.

When we got back inside we had hot cocoa and warm cookies. It was good. My dad had to go to work but my mom let me open a present. I opened it and I got benderos. Then we went to the basement and made stuff with them. Later since Luke got all muddy and snowy I had a great time. We did lots of fun things. Later in bed I thought I had a great birthday. We all loved it. I wished it would snow on my birthday on my cake the day before.

Scoring Notes for Writing Prompt, Sample B

Writing Applications – Score Point 5

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 5** using the ISTEP+ Writing Applications Rubric.

This sample

- stays focused on the task (i.e., describes the birthday fun had on a winter's day).
- provides adequate support (e.g., *I was late for school. Then I looked out my window and there was snow on the ground. I was so happy because it was my birthday*), but with fewer specific details and less development than would be found in a Score Point 6 paper.
- establishes a clear beginning, middle, and end.
- includes some descriptive vocabulary (e.g., *I opened it and I got banderos [Bendaroos], My dog[,] Luke[,] came out to[too.] he [He] was crazy. .*).
- is easy to read; however it does contain an awkwardly constructed sentence that causes the reader to pause (e.g., *I wished it would snow on my birthday on my cake the day before.*).
- contains a variety of sentence patterns, both simple and complex.
- displays a good sense of audience (e.g., *I was so happy because it was my birthday.*).

NOTE: Per the Writing Applications Rubric (Grades 3-4), a Score Point 5 paper represents a solid performance. It fully accomplishes the task, but lacks the overall level of sophistication and consistency of a Score Point 6 paper.

Language Conventions – Score Point 4

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 4** using the ISTEP+ Language Conventions Rubric.

This sample

- has one error in the capitalization of proper nouns (e.g., *bandaros [Bendaroos]*), but no errors in beginning capitalization.
- has no ending punctuation errors.
- has no subject and verb agreement errors.
- has no grade-level spelling errors.
- contains one run-on sentence (e.g., *My dog[,] Luke [Luke,] came out to [too.] he [He] was crazy.]),* but no sentence fragments.

Writing Prompt, Sample C

Writing Applications – Score Point 4

Language Conventions – Score Point 4

Perfect Weather Day

One day I woke up and it was sunny and looked like it was summer. I got out of bed and got dressed and went outside to play. I think I will play jump rope first so I got out of my jump rope and started jumping. I jumped for an hour and then I started playing hopscotch. I played that for thirty minutes. Then I went inside to get a water bottle and went back outside. I played hula hoop with six hoops. I played that for two hours. Then I played basketball with my mom for three hours.

I beat her ten to nine. Then I played soccer with my mom. We played that for two hours. She beat me sixteen to ten. Then we walked down by the Ohio River for two hours. Then we went home. It was the best day.

Scoring Notes for Writing Prompt, Sample C

Writing Applications – Score Point 4

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 4** using the ISTEP+ Writing Applications Rubric.

This sample

- stays mostly focused on the task (i.e., describes the fun he or she had a sunny day).
- includes relevant support, but in a list-like manner that lacks development (e.g., *I jumped for an hour and then I started playing hopscotch. I played that for thirty minutes. Then I went inside to get a water bottle and went back outside.*).
- has a beginning, middle, and end.
- includes vocabulary that is grade-level appropriate.
- is easy to read, however, it does contain an awkwardly constructed sentence that contains inconsistent verb tenses (e.g., *I think I will play jump rope first so I got out of my jump rope and started jumping.*).
- demonstrates understanding of different sentence patterns, including a few complex sentences (e.g., *I jumped for an hour and then I started playing hopscotch. Then I played soccer with my mom. We played that for two hours.*).
- displays a sense of audience (e.g., *It was the best day.*).

NOTE: Per the Writing Applications Rubric (Grades 3-4), a Score Point 4 paper represents a good performance. It accomplishes the task, but generally needs to exhibit more development, better organization, or a more sophisticated writing style to receive a higher score.

Language Conventions – Score Point 4

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 4** using the ISTEP+ Language Conventions Rubric.

This sample

- has no errors in beginning capitalization and no errors in the capitalization of proper nouns.
- has no ending punctuation errors.
- has no subject and verb agreement errors.
- has no grade-level spelling errors.
- contains no run-on sentences and no sentence fragments.

Writing Prompt, Sample D

Writing Applications – Score Point 3

Language Conventions – Score Point 3

The Perfect Weather

I jumped out of my bed this morning. It was the perfect weather. The sun was out in the bright blue sky with all white clouds. The grass was all green. It was very hot outside and it was a good day to play with my friends. My friends and I played a lot of sports and then we all went swimming. Then I went to the park with my dog. I stayed outside all day. When I was playing with my friends I asked them to sleep over. Their moms "yes". We all went skateboarding, and ice skating. We had lots of fun. The sun was going down. We all went inside and play video games, and watch a movie then went to bed. It was the perfect weather.

Scoring Notes for Writing Prompt, Sample D

Writing Applications – Score Point 3

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 3** using the ISTEP+ Writing Applications Rubric.

This sample

- accomplishes the task, but stays minimally focused (i.e., describes a few events that happened on the perfect weather day).
- provides minimal support (e.g., *My friends and I played a lot of sports and then we all went swimming.*).
- establishes a brief beginning, middle, and end.
- includes mostly basic vocabulary, with some evidence of attention to word choice.
- is readable.
- demonstrates control with simple sentence patterns (e.g., *It was the perfect weather. The grass was all green. We had lots of fun. The sun was going down.*).
- displays a sense of audience (e.g., *I jumped out of bed this morning.; I [The] sun was out in the bright blue sky with all white clouds.*).

NOTE: Per the Writing Applications Rubric (Grades 3-4), a Score Point 3 paper represents a performance that minimally accomplishes the task. Some elements of development, organization, and writing style are weak.

Language Conventions – Score Point 3

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 3** using the ISTEP+ Language Conventions Rubric.

This sample

- has no errors in beginning capitalization and no errors in the capitalization of proper nouns.
- has no ending punctuation errors; however, the response includes the random placement of periods to separate ideas, resulting in sentence fragments (outlined in the last bullet, below).
- has one subject and verb agreement error (e.g., *We went inside and play [played] video games.*).
- includes some grade-level spelling errors (e.g., *skateing* [skating], *There* [Their], *I* [The]).
- contains three fragments (e.g., *and ice skateing., and watch a movie then went to bed., There moms “yes”.*), but no run-on sentences.

Writing Prompt, Sample E

Writing Applications – Score Point 2

Language Conventions – Score Point 2

The weather is like?

The weather is like today sunny and 60s. it is a beautiful day to run and play outside.

Today I'am going to do lots of thigs. I'am going to play baseketball, ride my bike all day long. My day enedede the best day I've ever had in my life. I hop there will be anether day like that soon.

Scoring Notes for Writing Prompt, Sample E

Writing Applications – Score Point 2

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 2** using the ISTEP+ Writing Applications Rubric.

This sample

- maintains a minimal focus on the task (i.e., explains that it is a beautiful day to run and play outside).
- includes undeveloped, list-like support (e.g., *Today I'am [I'm] going to do lots of thigs [things]. I'am [I'm] going to play basketball [basketball], ride my bike all day long.*)).
- is too brief to establish a clear organization.
- includes little evidence of attention to word choice.
- contains a limited and simple vocabulary.
- is readable, however, it contains a couple of awkwardly constructed sentences.
- demonstrates limited understanding of sentence patterns or sentence control.
- displays some sense of audience (e.g., *My day endede [ended.] [It was] the best day I've ever had in my life. I hop [hope] there will be anether [another] day like that soon.*).

NOTE: Per the Writing Applications Rubric (Grades 3-4), a Score Point 2 paper represents a performance that only partially accomplishes the task. Some responses may be too brief to provide sufficient development of the topic or evidence of adequate organizational or writing style.

Language Conventions – Score Point 2

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 2** using the ISTEP+ Language Conventions Rubric.

This sample

- has one error in beginning capitalization (e.g., *it [It] is a beautiful day to run and play outside.*), and no errors in the capitalization of proper nouns.
- has no ending punctuation errors.
- has no subject and verb agreement errors.
- includes numerous grade-level spelling errors in proportion to its overall length (e.g., *I'am [I'm], thigs [things], enededde [ended], hop [hope]*).
- contains one run-on sentence (e.g., *I'am [I'm] going to play basketball, [basketball and (remove comma)] ride my bike all day long.*), but no sentence fragments.

Writing Prompt, Sample F

Writing Applications – Score Point 1

Language Conventions – Score Point 1

My grams brtha

it wus a sune day outsid. It wau 52 duores out sid. It wus my grams brtha. It wus on
tosday. We wit swiming out sid.

Scoring Notes for Writing Prompt, Sample F

Writing Applications – Score Point 1

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 1** using the ISTEP+ Writing Applications Rubric.

This sample

- maintains little focus on the task (i.e., explains that it was a sunny day).
- includes almost no relevant support (e.g., *It wau [was] 52 duores out sid. [degrees outside]*).
- establishes no clear beginning, middle, or end.
- contains a limited and simple vocabulary.
- has little fluency.
- demonstrates no understanding of sentence variety.
- displays no sense of audience.

NOTE: Per the Writing Applications Rubric (Grades 3-4), a Score Point 1 paper represents a performance that fails to accomplish the task. It exhibits considerable difficulty in areas of development, organization, and writing style. The writing is generally too brief or rambling or repetitive, sometimes resulting in a response that may be difficult to read or comprehend.

Language Conventions – Score Point 1

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 1** using the ISTEP+ Language Conventions Rubric.

This sample

- has one error in beginning capitalization (e.g., *it wus [It was] a sune [sunny] day outsid [outside].*), and one error in the capitalization of proper nouns (e.g. *tosday [Tuesday]*).
- has no ending punctuation errors.
- has no subject and verb agreement errors.
- includes numerous grade-level spelling errors in proportion to its overall length (e.g. *wus [was]*, *brtha [birthday]*, *wit [went]*).
- contains no sentence fragments and no run-on sentences.

English/Language Arts Constructed Responses

Session Three, English/Language Arts, contains a reading comprehension task. This task allows the students to demonstrate their understanding and comprehension of narrative or informational text. The reading comprehension task consists of one passage and several constructed-response (CR) questions. Because this is a reading comprehension task, all of the information students need to answer the questions correctly is contained in the text. All responses should be based on information from the text and will be scored for reading comprehension *only*. The following pages display the CR questions.

An example of a top-score response is provided for each CR question. The top-score response demonstrates a performance that exceeds the expectations of what is required to receive two points. The top-score response contains multiple pieces of text-based information and support drawn from the reading passage that accompanied this item, many elements of which students typically use in their responses to receive two points.

Each CR question is followed by sample student responses, called anchor papers. The anchor papers are accompanied by explanations of the score points received.

English/Language Arts 2-point Constructed-Response (CR) Rubric

2 points	Proficient The response fulfills all the requirements of the task. The information given is text-based and relevant to the task.
1 point	Partially Proficient The response fulfills some of the requirements of the task, but some of the information may be too general, too simplistic, or not supported by the text.
0 point	Not Proficient The response does not fulfill the requirements of the task because it contains information that is inaccurate, incomplete, and/or missing altogether.

Constructed Response
Standard 3: Comprehension & and Analysis of Literary Text

Question 1

Explain the MAIN problem in the story. Tell how the problem is solved. Support your answer with details from the story.

Top-Score Response:

The problem is that Clara's dad will destroy the foxes' home if he plows the field. Clara's dad solves the problem by plowing around the big rocks near the foxes' den. This helps the foxes keep their home, and the foxes can help Clara's dad keep the mice away from his fields.

***Note:** The top-score response contains multiple pieces of text-based information and support drawn from the reading passage that accompanied this item, many elements of which students typically use in their responses to receive two points.*

Question 1, Sample A - Score Point 2

Explain the MAIN problem in the story. Tell how the problem is solved. Support your answer with details from the story.

Clara's dad was going to plow
the back section of the farm
and there were foxes back there and
Clara's dad solves it by plowing
around the foxes' den.

Scoring Notes: This response fulfills all the requirements of the task. The information is relevant and text-based. The response clearly explains the problem and how the problem is solved. The response receives two points for reading comprehension even though it may contain one or more language conventions errors.

Question 1, Sample B - Score Point 1

Explain the MAIN problem in the story. Tell how the problem is solved. Support your answer with details from the story.

The problem in the story is Clara's dad is going to plow the field and Clara doesn't want him to because the foxes live there

Scoring Notes: This response fulfills some of the requirements of the task. The response clearly explains the problem, but does not address how the problem was solved.

Question 1, Sample C - Score Point 0

Explain the MAIN problem in the story. Tell how the problem is solved. Support your answer with details from the story.

that Carla like's foxes
alot.

Scoring Notes: This response does not fulfill the requirements of the task. The information provided does not answer the question. The response does not explain the problem, nor does it explain the solution.

Constructed Response
Standard 3: Comprehension & and Analysis of Literary Text

Question 2

Clara's dad plans to plow the back section of the farm. How does that make Clara feel? What does she do? Support your answer with details from the story.

Top-Score Response:

It makes Clara feel sad because her dad's going to plow the section of the farm and that would destroy the foxes' home. First Clara tells her dad that he shouldn't plow the field where the foxes live, then she goes to the woods and cries because she is so upset.

***Note:** The top-score response contains multiple pieces of text-based information and support drawn from the reading passage that accompanied this item, many elements of which students typically use in their responses to receive two points.*

Question 2, Sample A - Score Point 2

Clara's dad plans to plow the back section of the farm. How does that make Clara feel? What does she do? Support your answer with details from the story.

When Clara's dad says that he is going to plow the back section, Clara felt sad because the foxes live there. I know because she said, "But Dad, you can't! A family of foxes live out there."

Scoring Notes: This response fulfills all the requirements of the task, and the information given is text-based and relevant. The response describes how Clara feels, and explains how she protests her dad's plans to plow the fields where the foxes live. This response receives two points for reading comprehension even though it may contain one or more language conventions errors.

Question 2, Sample B - Score Point 1

Clara's dad plans to plow the back section of the farm. How does that make Clara feel? What does she do? Support your answer with details from the story.

It makes Clara feel unhappy because
her dad might ruin the fox's home.

Scoring Notes: This response fulfills some of the requirements of the task. It describes how Clara feels about her dad's plan to plow the fields, but does not explain or describe what Clara does in response to hearing such news.

Question 2, Sample C - Score Point 0

Clara's dad plans to plow the back section of the farm. How does that make Clara feel? What does she do? Support your answer with details from the story.

She gets relly happy
because her dad
found the foxes.

Scoring Notes: This response does not fulfill the requirements of the task. The response includes actions that do happen in the story, but such information does not correctly answer any part of the question.

Constructed Response
Standard 3: Comprehension & and Analysis of Literary Text

Question 3

Describe Clara’s dad in the story. Support your answer with details from the story.

Top-Score Response:

Clara's dad seems shy because he doesn't really talk very much. But Clara's dad is nice enough to plow around the rocks and not make the fox family move from their place in the field. He's smart because he knows that the foxes can help keep the mice from eating his crops.

***Note:** The top-score response contains multiple pieces of text-based information and support drawn from the reading passage that accompanied this item, many elements of which students typically use in their responses to receive two points.*

Question 3, Sample A - Score Point 2

Describe Clara's dad in the story. Support your answer with details from the story.

Her dad is quiet because in the story
she says he never talks. He's also nice
because he didn't plow the fox den.

Scoring Notes: This response fulfills all the requirements of the task, and the information given is text-based and relevant. The response receives two points for reading comprehension even though it may contain one or more language conventions errors.

Question 3, Sample B - Score Point 1

Describe Clara's dad in the story. Support your answer with details from the story.

Clara's dad^s is nice because he didn't
ruin the fox's home after all.

Scoring Notes: This response fulfills some of the requirements of the task. While the response briefly describes Clara's dad, the information provided is simplistic and is supported by general text-based details.

Question 3, Sample C - Score Point 0

Describe Clara's dad in the story. Support your answer with details from the story.

Her dad was in a big part of
the story and she was to.

Scoring Notes: This response does not fulfill the requirements of the task. The response contains information that does not answer the question.

Extended Response
Standard 5: Writing Applications
Standard 6: Language Conventions

Question 4

Read this story. Then complete the writing activity that follows.

A Special Gift

Mark's party was the best one he ever had! For once, all of his friends could come. His grandmother had really worked hard on the decorations. The best part of the whole day, though, was when his grandmother gave him his present. As he reached inside the heavy box, he heard a squeak. He pulled his hands back. What was in there? He reached in again and felt something warm and soft. A puppy! He had been asking for a puppy for months. He couldn't believe his grandmother had given him a new best friend.

Pretend that you have received a special gift. Write a description of the gift and tell who gave it to you. Be sure to include details to support your writing.

**Extended-Response Writing Applications Rubric
Grades 3–4**

SCORE POINT 4

A Score Point 4 paper represents a solid performance. It fully accomplishes the task.

Ideas and Content

Does the writing stay fully focused? Does it

- stay on the topic?
- avoid rambling or repeating information?

Does the writing sample include many relevant ideas? Does it

- provide ample information?
- provide many supporting details?
- explore many facets of the topic?

Organization

Does the writing have clear order? Does it

- follow a clear sequence with a beginning, a middle, and an end?
- have a logical progression of main ideas and support?

Style

Does the writing sample exhibit more than adequate word usage? Does it

- include dynamic words and use vivid or challenging words?

Is the writing fluent and easy to read? Does it

- sound natural?
- include varied sentence patterns? (Writing may include complex sentences.)

Does the writing sample display a sense of audience?

- Writing may have a unique perspective. It may be original, lively, authoritative, and/or interesting (i.e., have voice).

NOTE: These scoring rubrics are used on the spring *ISTEP+* assessment in Grades 3–4.

Extended-Response Writing Applications Rubric Grades 3–4

SCORE POINT 3	
<p>A Score Point 3 paper represents a good performance. It accomplishes the task, but generally needs to exhibit more development, better organization, or a more sophisticated writing style to receive a higher score.</p>	
Ideas and Content	
<p>Does the writing stay mostly focused? Does it</p> <ul style="list-style-type: none"> • mostly stay on the topic? (Writing may include minor tangents.) • include some rambling and/or repetition? <p>Does the writing sample include relevant ideas? Does it</p> <ul style="list-style-type: none"> • present related information? • provide some supporting details? 	
Organization	
<p>Does the writing have order? Does it</p> <ul style="list-style-type: none"> • follow a sequence, but possibly show a lapse (e.g., may start out with a clear beginning, but wander; may be missing a beginning, but have a conclusion)? • have a logical progression of main ideas and support? (Writing may have lapses.) 	
Style	
<p>Does the writing sample exhibit adequate word usage? Does it</p> <ul style="list-style-type: none"> • include mostly ordinary/common words (although some vivid or challenging words may be used)? <p>Is the writing readable? Does it</p> <ul style="list-style-type: none"> • flow naturally most of the time (although it may be choppy or repetitive or may have run-on sentences/fragments in spots)? • generally lack varied sentence patterns (although it may include some complex sentences)? <p>Does the writing display some sense of audience?</p> <ul style="list-style-type: none"> • Is there an attempt to develop a unique perspective—original, authoritative, and/or interesting (i.e., have some voice)? 	

NOTE: These scoring rubrics are used on the spring *ISTEP+* assessment in Grades 3–4.

Extended-Response Writing Applications Rubric Grades 3–4

SCORE POINT 2	
A Score Point 2 paper represents a performance that minimally accomplishes the task. Some elements of development, organization, and writing style are weak.	
Ideas and Content	
<p>Does the writing stay somewhat focused? Does it</p> <ul style="list-style-type: none"> • stay minimally focused on topic? (Writer may get distracted; may have a lapse in focus.) • ramble and/or repeat information? <p>Does the writing sample include some relevant ideas? Does it</p> <ul style="list-style-type: none"> • provide minimal information and not begin to exhaust the possibilities? • provide minimal details, but does not develop details? 	
Organization	
<p>Does the writing have some order? Does it</p> <ul style="list-style-type: none"> • show minimal evidence of logical sequence (e.g., may be missing a beginning, a middle, or an end)? • require the reader to fill in gaps in the sequence? 	
Style	
<p>Does the writing sample exhibit minimal word usage? Does it</p> <ul style="list-style-type: none"> • contain ordinary/common words? • exhibit minimal evidence of word choice? <p>Is the writing mostly readable?</p> <ul style="list-style-type: none"> • Writing may be difficult to follow in some sections. • Writing may be hard to understand; the connection of ideas and information may be unclear. • Does the writing lack sentence variety? <p>Does the writing display little sense of audience?</p> <ul style="list-style-type: none"> • Writing may be repetitive, predictable, and/or dull (i.e., have minimal voice). 	

NOTE: These scoring rubrics are used on the spring *ISTEP+* assessment in Grades 3–4.

Extended-Response Writing Applications Rubric Grades 3–4

SCORE POINT 1

A Score Point 1 paper represents a performance that only partially accomplishes or fails to accomplish the task. Some responses may exhibit difficulty maintaining a focus. Others may be too brief to provide sufficient development of the topic or evidence of adequate organizational or writing style.

Ideas and Content

Does the writing exhibit little or no focus?

- Writer may get distracted, may drift away from topic, or may convey little meaning.
- Topic may not be developed.

Does the writing sample include few or no relevant ideas?

- Writing may include unfinished/fragmented ideas.
- Writing may include only one or two bits of information.

Organization

Does writing have little or no order? Does it

- show little evidence of logical sequence (e.g., have no clear beginning, middle, or end)?
- have some ideas that may not be related to each other?

Style

Does the writing sample exhibit less than minimal word usage? Does it

- contain a limited or simple vocabulary?
- show no evidence of attention to word choice?

Is the writing hard to read?

- Reader may have to fill in gaps or guess what the writer was trying to say.
- Is sentence construction frequently incorrect?

Does the writing sample display little or no sense of audience?

- Text may be flat, lifeless (i.e., have no voice).

NOTE: These scoring rubrics are used on the spring *ISTEP+* assessment in Grades 3–4.

Language Conventions Rubric Grades 3–4

In their writing, students will apply the Standard English conventions defined in the Indiana Academic Standards for their grade and all previous grades.

Score	Does writing exhibit a very good command of language skills?
4	<p>In a Score Point 4 paper, there are no errors that impair the flow of communication. Errors that appear will generally be of the first-draft variety; they have a minor impact on the overall communication.</p> <ul style="list-style-type: none"> • Are there few or no errors in beginning capitalization? • Are there few or no errors in capitalization of proper nouns? • Are there few or no errors in ending punctuation? • Are there few or no errors in subject and verb agreement? • Are there few or no errors in the spelling of grade-level-appropriate words? • Does writing have few or no run-on sentences or sentence fragments?
Score	Does writing exhibit an adequate command of language skills?
3	<p>In a Score Point 3 paper, errors are occasional but do not impede the flow of communication; the writer's meaning is not seriously obscured by language errors.</p> <ul style="list-style-type: none"> • Is most beginning capitalization correct? • Are most proper nouns capitalized correctly? • Do most sentences end with correct punctuation? • Do most sentences have correct subject and verb agreement? • Are most grade-level-appropriate words spelled correctly? • Writing may have run-on sentences or sentence fragments.
Score	Does writing exhibit a minimal command of language skills?
2	<p>In a Score Point 2 paper, errors are generally frequent and may cause the reader to stop and reread part of the writing. While some aspects of the writing may be more consistently correct than others, the existing errors do impair communication. With a little extra effort on the reader's part, it is still possible to discern most, if not all, of what the writer is trying to communicate.</p> <ul style="list-style-type: none"> • Is some beginning capitalization correct? • Are some proper nouns capitalized correctly? • Do some sentences end with correct punctuation? • Do some sentences have correct subject and verb agreement? • Are some grade-level-appropriate words spelled correctly? • Writing may have run-on sentences or sentence fragments.
Score	Does writing exhibit a less than minimal command of language skills?
1	<p>In a Score Point 1 paper, errors are serious and numerous; they cause the reader to struggle to discern the writer's meaning. Errors are frequently of a wide variety. There may be sections where it is impossible to ascertain what the writer is attempting to communicate.</p> <ul style="list-style-type: none"> • Are there many errors in beginning capitalization? • Does writing have little or no evidence of capitalization of proper nouns? • Is end punctuation missing or incorrect? • Are there many errors in subject and verb agreement? • Are there many errors in the spelling of grade-level-appropriate words? • Are there run-on sentences or sentence fragments?

NOTE: The elements of this rubric are applied holistically; no element is intended to supersede any other element. The variety and proportion of errors in relation to the length of the writing sample are considered.

These scoring rubrics are used on the spring *ISTEP+* assessment in Grades 3–4.

Question 4, Sample A

Writing Applications – Score Point 4

Language Conventions – Score Point 4

One Christmas I got something really speical. We were unraping our presnts and I had a really big presnt. I opened it last and I was so anxisous to open it and I finally got to. When I opened it I saw a American doll. Her name was Nellie. She came with a dress and a pair shoes, a purse, a old penny, and a necklice.

I played with her a lot. Then the next Christmas my grandpa and grandma got me jams for the doll they gave me and it came with slippers and jams for me. Then the last Christmas my grandpa and grandma got Nellie pants a shirt a pair of shoes and socks. Nellie is so speical to me.

Scoring Notes for Question 4, Sample A

Writing Applications – Score Point 4

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 4** using the ISTEP+ Extended-Response Writing Applications Rubric.

This sample

- stays fully focused on the task (i.e., describes a special gift).
- provides ample support (e.g., *We were unraping [unwrapping] our presnts [presents] and I had a really big present. Her name was Nellie. She came with a dress and a pair of shoes, a purse, a [an] old penny, and a necklice [necklace].*).
- is logically organized, with clear opening and closing sentences.
- includes a more than adequate vocabulary.
- flows naturally and is easy to read.
- contains a variety of sentence patterns, both simple and complex (e.g., *I played with her a lot. Then the last Christmas my grandpa and grandma got Nellie pants [,] a shirt [,] a pair of shoes [,] and socks.*).
- displays sense of audience (e.g., *One Christmas I got something really special.*).

NOTE: Per the Writing Applications Rubric (Grades 3-4), a Score Point 4 paper represents a solid performance. It fully accomplishes the task.

Language Conventions – Score Point 4

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 4** using the ISTEP+ Language Conventions Rubric.

This sample

- has no errors in beginning capitalization and no errors in the capitalization of proper nouns.
- has no ending punctuation errors.
- has no subject and verb agreement errors.
- has some grade-level spelling errors (e.g., *speical [special], presnt [present], a [an], slippers [slippers]*). However, one or more of these may be first-draft errors.*
- contains no sentence fragments and no run-on sentences.

*First-draft errors are those errors that were probably made because the student was writing quickly or did not have time to check his or her work. An error is considered to be of the first-draft variety if the student has not repeated the error or made similar errors elsewhere in the response.

Question 4, Sample B

Writing Applications – Score Point 3

Language Conventions – Score Point 3

It was my birth day. We played alot of games we ate cake. The party was almost over.

The last thing was the presents. There was one more left it was big. I didn't know what it was. I started to open it. I hered a loud nouise. Did it come from the box. I finished opening it. It was a cat. I named it Peanut. It was cute. He slepet with me and we played games with his toys.

Scoring Notes for Question 4, Sample B

Writing Applications – Score Point 3

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 3** using the ISTEP+ Extended-Response Writing Applications Rubric.

This sample

- stays mostly focused on the task (i.e., provides a description of the gift received at a birthday party).
- provides some relevant support. Overall, however, the support lacks development.
- has a logical order with a brief beginning, middle, and end.
- contains grade-level vocabulary.
- is readable, but not fluent.
- attempts some sentence variety, including complex sentences (e.g., *He slepet [slept] with me and we played games with his toys.*).
- displays some sense of audience (e.g., *I started to open it. I hered [heard] a loud noise. Did it come from the box.* [replace period with a question mark]).

NOTE: Per the Extended-Response Writing Applications Rubric (Grades 3-4), a Score Point 3 paper represents a good performance. It accomplishes the task, but generally needs to exhibit more development, better organization, or a more sophisticated writing style to receive a higher score.

Language Conventions – Score Point 3

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 3** using the ISTEP+ Language Conventions Rubric.

This sample

- has no errors in beginning capitalization and no errors in the capitalization of proper nouns.
- has one ending punctuation error (e.g., *Did it come from the box.[?]*).
- has no subject and verb agreement errors.
- has several grade-level spelling errors (e.g., *birth day* [birthday], *alot* [a lot], *hered* [heard], *nouise* [noise], *slepet* [slept]).
- contains two run-on sentences (e.g., *We played alot [a lot] of games[.] we [We] ate cake.; There was one more left[.] it [It] was big.*), but no sentence fragments.

Question 4, Sample C

Writing Applications – Score Point 2

Language Conventions – Score Point 2

The puppy was a white polmuranian. his freind Michel gave him a playstation with Nascar with it. his mom and dad gave him a bicycle. it was neon red! He always wanted one of those. His freind Jacob gave him a video game this was the best birthday ever!

Scoring Notes for Question 4, Sample C

Writing Applications – Score Point 2

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 2** using the ISTEP+ Writing Applications Rubric.

This sample

- stays minimally focused on the task (i.e., tells about the gifts he received from his parents and friend).
- includes undeveloped, list-like support (e.g., *The puppy was a white polmuranion* [Pomeranian].).
- is too brief to establish a clear organization, but does contain a brief conclusion.
- includes a mostly basic vocabulary, but does demonstrate some attention to word choice (e.g., *polmuranion* [Pomeranian], *Nascar*).
- is mostly readable.
- demonstrates a limited proficiency with sentence patterns and control .
- displays little sense of audience (e.g., *this* [This] *was the best birthday ever!*).

NOTE: Per the Extended-Response Writing Applications Rubric (Grades 3-4), a Score Point 2 paper represents a performance that minimally accomplishes the task. Some elements of development, organization, and writing style are weak.

Language Conventions – Score Point 2

The following list describes a writing sample (shown on the next page) that earns a **Score Point 2** using the ISTEP+ Language Conventions Rubric.

This sample

- has three errors in beginning capitalization (e.g., *his* [His] *friend*[,] *Michel*[,] *gave him a playstation* [PlayStation] *with Nascar with it.*; *his* [His] *mom and dad gave him a bicycle. it* [It] *was neon red!*; and two errors in the capitalization of proper nouns (e.g. *polmuranion* [Pomeranian], *playstation* [PlayStation]).
- has no ending punctuation errors.
- has no subject and verb agreement errors.
- includes two grade-level spelling errors (e.g., *I'am* [I'm], *freind* [friend]).
- contains one run-on sentence (e.g., *His friend*[,] *Jacob*[,] *gave him a video game*[,] *this* [This] *was the best birthday ever!*), but no sentence fragments.

Question 4, Sample D

Writing Applications – Score Point 1

Language Conventions – Score Point 1

a new best friend she gaive him a big box and relly worked hard. gave hem a present thay
beleved everything

Scoring Notes for Question 4, Sample D

Writing Applications – Score Point 1

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 1** using the ISTEP+ Writing Applications Rubric.

This sample

- is weakly focused on the task (i.e., mentions a present).
- provides almost no relevant support (e.g., *gave hem a present thay beleved everything* [gave him a present they believed everything]).
- has an opening sentence (e.g., *a [A] new best friend[,] she gaive [gave] him a big box and relly [really] worked hard.*), but is too brief to have a clear middle or end.
- conveys few, unfinished ideas.
- contains a limited, simple vocabulary.
- lacks fluency and is difficult to read.
- consists of two complex sentences, but the student demonstrates no proficiency with sentence control.
- displays little sense of audience.

NOTE: Per the Extended-Response Writing Applications Rubric (Grades 3-4), a Score Point 1 paper represents a performance that only partially accomplishes or fails to accomplish the task. Some responses may exhibit difficulty maintaining a focus. Others may be too brief to provide sufficient development of the topic or evidence of adequate organization or writing style.

Language Conventions – Score Point 1

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 1** using the ISTEP+ Language Conventions Rubric.

This sample

- has one error in beginning capitalization (e.g., *a new best freind...* [A new best friend...]), but no errors in the capitalization of proper nouns.
- has one ending punctuation error (e.g., *gave hem [him] a present[.] thay beleved [They believed] everything[.]*).
- has no subject and verb agreement errors.
- includes numerous grade-level spelling errors in proportion to its overall length (e.g. *freind* [friend], *gaive* [gave], *relly* [really], *hem* [him], *thay* [they], *beleved* [believed]).
- consists of two run-on sentences, but no sentence fragments.